



## California State University, Long Beach - Department of Advanced Studies in Education and Counseling

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### *EDSP 587/588 A & B Advanced Field Study and Seminar*

**Instructor:** Mona Ducharme

**Phone:** (714)321-1706

**Office Hours:** Wednesdays 5:30-7pm

**Course:** EDSP 587 A/B

**Class Days/Times:** Wednesdays 7-9pm

**Email:** mona.ducharme@CSULB.edu

**Prerequisites:** EDSP Final Fieldwork admission

**Term:** SPRING 2020

**Class Location:** online, zoom



### ***Vision***

Equity & Excellence in Education

### ***Mission***

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

### ***Education Specialist Credential Program Goals and Themes:***

Consistent with the University and College missions, the Education Specialist program is designed to prepare competent and effective teachers who are able to develop, implement, and evaluate educational programs for students with Mild/Moderate and Moderate/Severe disabilities in diverse urban schools and other community settings. The Education Specialist Credential Program at CSULB has the following goals. We aim to assist candidates in becoming:

Effective & caring teachers;

Partners with parents & others in the development of high quality educational programs; &

Lifelong learners engaged in program development reflective of best practices in special education.

The program themes emphasize current issues of importance to the field of special education. These themes are addressed across our curriculum and are as follows:

Individualized Education

Collaboration

Cultural Responsiveness

Evidence-Based Practices

Advocacy & Leadership

## Course Description

Servicing individuals with mild/moderate/ moderate/severe disabilities in advanced field study in a public school or community-based site. Candidates will be assigned to field sites four days a week with a master teacher or demonstrate competencies in their own classroom where they are the special education teacher of record, under the supervision of a university supervisor and site provider.

The university supervisor will visit and complete six or twelve observations (depending on total number of units in which candidates are enrolled) and will meet with the candidate as necessary. In addition, the candidate will attend and participate in required Field Experience Seminars.

Credit/No Credit only. Mode: Supervision

## Course Objectives/Student Learning Outcomes/Objectives

This course is designed as a culminating experience for candidates to demonstrate and apply Program Learning Outcomes that have been addressed throughout Program coursework. Student Learning Outcomes that are addressed in Advanced Field Studies are:

### *Description of Student Learning Outcomes:*

SLO #1	Candidates will describe the legal, ethical, and historical foundations of special education in a multicultural society (CTC Program Standard 2; EDSP 480)
SLO #2	Candidates will assesses student current level of performance using multiple measures (CTC program standard 5; EDSP 564)
SLO #3	Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners (Program Standard 8; EDSP 480)
SLO #4	Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education (CTC M/M Standard 3 & M/S standard 3; EDSP 577 or EDSP 578)
SLO #5	Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services (CTC Program Standard 4; EDSP 534)
SLO #6	Candidates will determine effective behavioral, emotional, and environmental supports for student learning (CTC M/M Standard 4 & M/S Standard 4; EDP 560)
SLO #7	Candidates will effectively plan for transition of students into, through, and beyond school (CTC Program standards 7; EDSP 534)

This course is designed as a culminating experience for candidates to demonstrate and apply Teacher Performance Expectations that have been addressed throughout Program coursework. TPEs that are addressed in Advanced Field Studies are:

## Teacher Performance Expectations (TPEs)

TPE 1-12 <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

The Teaching Performance Expectations are used as a guide for supervision and support throughout the Advanced Field Studies experience. Candidates are instructed to enroll in the TPE of the Week (<http://www.caltpe.com>) where they will receive daily reminders via email on how to implement the TPEs in their student teaching/intern experience.

## **CSULB Resources for Candidates**

### **Computer Access**

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

### **BeachBoard Access**

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

### **Student Health Services**

The mission of Student Health Services is to support academic excellence by promoting physical and mental well-being. Candidates are encouraged to view the different health resources and programs that are listed from the home page of the SHS website. <http://web.csulb.edu/divisions/students/shs/>

Bob Murphy ACCESS Center (BMAC) assists students with disabilities as they secure their university degree. Formerly this was known as Disabled Student Services. This support program is within the Division of Student Services and is in SSC, room 100 and can be reached at 562-985-5401. They are opened 8AM-5PM weekday hours. Please see the website for specific information on DHH and Autism Services, the Stephen Benson Learning Disability Program, as well as information on support animals and advisement support.

#### *Inform me of Any Accommodations Needed*

Candidates are encouraged to reach out to BMAC as soon as possible. Additionally, please notify me of any known accommodations or supports that will assist in your academic success this semester.

<http://web.csulb.edu/divisions/students/dss/>

### **DREAMERS Success Center**

The Dream Success Center was established with the intent to provide services, resources, and support to undocumented students on the CSULB campus. Come visit us in Peterson Hall 2, Student Success Center (SSC-290) beginning 01/16/2019 or you can explore this web page to learn more about how we can assist you. [www.csulb.edu/dream](http://www.csulb.edu/dream).

### **OMBUS Student Resources**

The Office of University Ombuds is an independent, neutral resource for informal problem-solving. The Office serves all members of the campus community – including students and alumni/ae. Please see their extensive Student Resources list <http://web.csulb.edu/president/ombuds/resources/>

### **CED Scholarships and Financial Aid**

The CSULB [Center for Scholarship Information](#) (CSI) offers a one-stop shop for information on all CED, General Campus and External Scholarships. CSI also provides access to the [BeachScholarships](#) system, which offers a single online application for all CED and General Campus Scholarships during the

application cycle from November 1 through February 15.

### **Student Emergency Intervention and Wellness Program**

The CSULB Student Emergency Intervention and Wellness Program is a comprehensive initiative that identifies and immediately serves CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis. To access these resources please contact 562-985-2038 or visit

[http://web.csulb.edu/divisions/students/studentdean/emergency\\_grant/](http://web.csulb.edu/divisions/students/studentdean/emergency_grant/)

### **Course Policies and Requirements**

#### **Communication Policy**

Candidates are encouraged to contact the instructor with any questions they may have. The instructor is available by appointment. Email is an effective way of contacting the instructor.

#### **Dispositions for Program Participation**

Candidates will demonstrate professional commitment and responsibility, effective intra- and interpersonal skills, and positive attitudes toward learners (students in Education Specialist Program please refer to PDQ survey).

#### **Plagiarism/Academic Integrity Policy**

The instructor expects all students to provide original thoughts, ideas, and work in all written assignments. Correct citations (APA format) must be provided when summarizing or quoting another's work. While it is not expected to be a problem in this course, please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and academic integrity. Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Reference Page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism.

Pursuant to Policy Statement 08-02, instructor will take action appropriate for the situation, including the possibility of investigation and action by the Office of Student Conduct and Ethical Development. Students should read the section on cheating and plagiarism: [cheating and plagiarism in the CSULB catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html).

#### **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student\\_academic\\_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic\\_regulations/withdrawal\\_policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy.

#### **Attendance Policy**

Fieldwork attendance and Seminar attendance is expected for all candidates. Candidates are expected to follow fieldwork site policy and practice for reporting late arrival and or absences. At the very least candidates will contact the Master Teacher at the earliest time possible to report late arrival or absence. Candidates are expected to be able to provide Master Teacher/Substitutes with lesson plans and any other agreed upon work and materials in a timely fashion. Candidates will also report all absences/late arrivals to their University Supervisors. Supervisors will collaborate with Master Teachers/Site Providers to determine any adjustments in the proposed semester schedule to accommodate.

Excused Absences

Candidates must provide documentation for any excused absence, which include 1. Illness or injury to the student; 2. Death, injury or serious illness of an immediate family member or the like; 3. Religious reasons; 4. Jury duty or government obligation; 5. University sanctioned activities

Please refer to and get familiar with the [CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html).

### **Education Specialist Website**

Candidates should visit the Education Specialist Website on a regular basis. Department announcements and deadlines are posted. "Policies " are updated regularly, and candidates are responsible for these. "Fieldwork Forms" can be found under Post-bac Program Information.

Forms: <http://www.ced.csulb.edu/special-education/fieldwork-forms>

*Program Policies:* <http://www.ced.csulb.edu/special-education/escp-program-policies>

*\*Candidates are responsible for following these posted Program Policies.*

### **Assignments Description and Requirements**

Candidates will add work to their Education Specialist Credential Portfolio from work in Fieldwork based on their student teaching experiences.

All course requirements should be completed in a timely fashion, ensuring that Supervisors are able to evaluate a Candidates progress towards the required expectations. Failure to provide material by the Supervisor's prescribed due dates may result in a "No-Credit" for semester requirements. Supervisors will not receive any new material for review following the last day of semester course instruction (prior to Finals Week).

#### *Field Visits by University Supervisor:*

The University supervisor will observe the candidate in their field experience site 6 (for A or B only) or 12 (for A&B concurrently) times during the semester. Observations with feedback and discussions will be conducted at mutually determined times. Candidates are expected to be prepared for the field visits and to inform the supervisor in advance if there is a reason to cancel a field visit. With assistance from the university supervisor, candidates will set goals for each field visit. Observation notes will be documented by the supervisor and shared with the candidate. Formative and Summative Evaluations will be conducted, and candidates will receive a copy of these.

Traditional student teachers will be assigned a Master Teacher with whom they will work for the semester and who will collaborate with the candidate and university supervisor to evaluate the candidate's performance. Interns will identify site-based supervisors (e.g., principal, school psychologist, lead teacher) who will work with the University supervisor in evaluating their field-based competencies. Candidates will assist in scheduling meetings for the university supervisor to meet with their master teacher/field supervisor, and others at their field site as needed, to demonstrate their student teaching competencies and meet related requirements.

#### *Seminar Meetings:*

An Orientation Seminar is held the first week of the semester and is required for all. Additionally, there will be required Seminar meetings that all candidates must attend. Check with your Supervisor and/or the published Seminar Schedule to determine these required Seminars. Candidates must also attend 3 (for A or B) or 6 (for A&B) optional fieldwork seminars during the semester on the topics of their choice. Paralleling professional activities, students are expected to arrive promptly and to attend the entire

meeting. There is no “make-up” available and credit for the course is dependent on participation and attendance.

### *Reflective Journals*

Candidates will maintain a reflective journal of their teaching and professional experiences throughout the semester. There should be multiple journal *entries reflecting their assigned university supervisor’s requirements*. This journal will serve as a means for the candidate to evaluate and reflect upon his/her field experiences and will allow the university supervisor to become familiar with and dialogue about these experiences. The journal is also a means by which to demonstrate competencies in certain areas. While candidates may select their own topics to write about in their journal, the University supervisor may request the candidate to address a Competency or Teacher Performance Expectations (TPE). The journals will be available to the university supervisor in a designated area of the classroom during each site visit.

### *Portfolio and Field Experience Log*

*Education Specialist: <http://www.ced.csulb.edu/special-education/fieldwork-forms>*

Students must continue to demonstrate breadth and depth of field experiences within their field log. They must also continue to add artifacts with accompanying reflective narratives to their program portfolio. Supervisors will set a goal with students to demonstrate satisfactory progress on their field logs and portfolios; university supervisors will determine when the portfolio and field log have met requirements and are complete. Additional observations, decided by your supervisor, may be required to help meet Competencies. For “A” candidates, 50% of the portfolio and field log must be completed for course credit. For “B or A&B” candidates, 100% of the portfolio and field log must be completed.

### *Competency Checklist:*

Candidates will be evaluated on their competencies by a variety of methods which include: journals, observations, interviews, and portfolio artifacts. This combination of evidence will be used to evaluate the required competencies, as listed on the Competency Checklist. Candidates must have a score of “3” or better on all competencies for credit for “A&B” or “B” and must have scores of “3” or better on 60% of the competencies for credit for “A”. Candidates will be informed of their progress through the Observation Notes from the supervisor and Master Teacher, the Midpoint Formative Evaluation, and through the Master Teacher/Site Provider Formative Evaluation and Supervisor Summative Evaluation.

Candidates should be regularly tracking their progress towards these competencies, beginning with their self-evaluation (see below). Candidates are expected to set goals for meetings with their Supervisor and Master Teacher/Site Provider. Candidates should ensure that their journals, portfolio, and field experiences reflect these competencies.

### *Self-Evaluation and Goal Setting:*

Candidates will evaluate their own performance on the student teaching competencies during the semester. They will identify and summarize their areas of strength and need, and develop goals for the semester that will assist them in meeting their student teaching competencies. Candidates are encouraged to set additional goals to facilitate their professional growth as well. Candidates will complete the attached Self-Evaluation and Goal Setting Summary sheet at the beginning of the semester and submit it to their University Supervisor.

Candidates will assume full responsibility for ensuring that their university supervisor has adequate

opportunities to evaluate their student teaching competencies. In addition to direct observation of the student at their field site, mastery of competencies may be demonstrated through journal entries, short written assignments, the candidate's program portfolio that includes assignments completed in coursework, interviews with the candidate's field supervisor, administrator, peers, and students.

Candidates will receive regular feedback from their university supervisor about the progress they have made and areas in which they need to work. They will also receive a summative evaluation of their field competencies at the end of the supervised field experience.

#### *Transition Plan*

Candidates enrolled in "B" must complete a Transition Plan. The plan will be signed by the university supervisor. A copy of the plan will need to be shared with the university supervisor, but, the original plan will be kept by the candidate. This form is critical for the Education Specialist Clear Credential.

#### *Mandated Reporter Training:*

All Education Specialist Credential Candidates must show evidence of completing a Mandated Reporter Training for child abuse and neglect. Candidates are responsible for providing evidence of this in accordance with the information provided during the semester orientation. Completion of this training is required by the second week of the semester. Exceptions must be approved by supervisors.

### **Grading Policy**

#### **Credit/No Credit Grading Only**

Students will be provided a copy of the EDSP 587/588 Credit Worksheet documenting course requirements and student completion of requirements.

California State University, Long Beach  
Department of Advanced Studies in Education and Counseling  
Education Specialist Preliminary Credential Program

**Self Evaluation and Goal Setting Summary Sheet**

Your Name: \_\_\_\_\_

School and District: \_\_\_\_\_

Classroom Assignment: \_\_\_\_\_ Work # \_\_\_\_\_

Name of Site-Based Supervisor/Master Teacher: \_\_\_\_\_

Your Contact Info - Telephone # \_\_\_\_\_ Email: \_\_\_\_\_

Review the self-evaluation of Competency Checklist and PDQ to answer the following questions. Attach as directed:

What do you see as your areas of strength, based on these self-evaluations?

What has help you strengthen/ improve these areas?

Which areas from these self-evaluations do you feel you need to focus on during fieldwork? What types of supports might you need from your master teacher/site provider and university supervisor?

From this, write goals for this semester: